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ABSTRACT

This guide offers information to North Dakota students with disabilities who are entering postsecondary education from high school. It presents a timeline of steps that need to be taken each year of high school to prepare for postsecondary education and lists items to be included in a personal transition file. A self-awareness checklist assesses students' strengths and weaknesses in academic and social areas. Accommodations that are commonly used to compensate for the effects of a disability in learning environments are outlined. Student responsibilities in postsecondary schools are discussed, such as contacting instructors to arrange for accommodations. A list of helpful skills for college-bound students and necessary steps in preparing for college is provided. Admission requirements of North Dakota institutions of higher education as well as financial aid possibilities are noted. Types of postsecondary education programs are described, including technical colleges, community colleges, colleges and universities, and other options. A directory of North Dakota postsecondary programs concludes the guide. (JDD)

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The
North Dakota
Transition Project

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Information for Students Entering Post-Secondary Education from High School

HIGH SCHOOL INFORMATION ..... SECTION 1

- Transition File.....Page 1-3

SELF AWARENESS ..... SECTION 2

ACCOMMODATIONS ..... SECTION 3

- Section 504—Americans with Disabilities Act .....Page 3-1

STUDENT RESPONSIBILITY..... SECTION 4

- Questions to ask the institution .....Page 4-2

ACADEMIC PREPARATION..... SECTION 5

ENTRANCE REQUIREMENTS..... SECTION 6

TYPES OF POST-SECONDARY SCHOOLS ..... SECTION 7

- Directory A—Trade, Technical, Community Colleges .....Page DA-1
- Directory B—Schools and Colleges for Medical-Related Training ...Page DB-1
- Directory C—Colleges and Universities .....Page DC-1
- Directory D—Adult Learning Centers.....Page DD-1

REFERENCES.....Page R-1

Section 1

HIGH SCHOOL INFORMATION

The Ultimate Goal: A Career

When planning your career, it is important to consider continuing your education after high school. People with a post-secondary education usually find jobs more easily and earn more money than those with only a high school education and training. Also, continuing your education is a good way to meet people and develop new opportunities for yourself.

As you gather information about careers and your future, you will want to take a close look at the type of post-secondary institution that is best for you. There are many types to choose from...

- Universities and colleges
- Community colleges
- Private colleges
- Private vocational schools

You will make decisions based on numerous factors—cost, campus rules, major and minor areas of study, transportation, faculty/student ratio, class size, etc. To choose the institution that is best suited to your needs, you will need to review the wealth of information that is available and do some sound planning.

Timelines

The following timelines discuss steps and activities that need to be taken during the freshman, sophomore, junior, and senior years of high school while preparing for your post-secondary education. These steps also lead to The Ultimate Goal.

Freshman:

- Develop a four-year educational plan that meets your career goals.
- Assess educational and personal strengths.
- Talk with parents and other adults about your educational and career direction.
- Explore the amount of educational training required for your career.

Sophomore:

- Ask your guidance counselor about taking interest and aptitude tests.
- Meet with your counselor to discuss the results of your achievement, interest, and aptitude tests and to understand how the results relate to your career goals.
- Look at catalogs for post-secondary institutions.
- Attend Career and College Fairs.
- Take courses that lead to your career goal.
- Take courses that are required for admission to the post-secondary institution and/or program of your choice.

Junior:

- Explore possible programs with friends, guidance counselors, parents, and teachers.
- Visit the post-secondary institutions that interest you.
- Prepare to take the ACT or SAT.
- Take courses that lead to your career goal.
- Take courses that are required for admission to the post-secondary institution and/or program of your choice.
- Plan the courses you will take as a senior that will enhance your success at the post-secondary institution of your choice.
- Request application procedure from the Office of Vocational Rehabilitation to determine eligibility.

Senior:

- If required, take the ACT or SAT for admission, placement, and/or scholarship awards of the post-secondary institution of your choice.
- Visit the post-secondary institutions that interest you. Many of them schedule tours. Examine special service options, i.e., learning disability services, accessibility, etc., at post-secondary institutions of your choice to be certain they can meet your needs. Each post-secondary institution may have a different title for these services. Ask the admissions officer for the name of the office that serves students with disabilities.
- If applying at military academies or for ROTC scholarships, submit your application by the October or November deadline.
- Attend the local Career and College Fair and visit with the representatives for the post-secondary institutions.
- Fill out applications. Be sure to (1) meet the deadline for receipt of applications for admission and residence halls; (2) allow teachers and counselors two weeks to prepare recommendations for you, and provide an addressed and stamped envelope for them, and (3) have your ACT or SAT scores forwarded to the post-secondary institutions where you are applying.
- Attend financial aid information sessions with your parents.
- Have your parents complete the Free Application for Federal Student Aid form and submit it after January 1. (See "Accessing Financial Aid" section of this manual.)
- Keep the post-secondary institutions to which you have applied informed of your plans as they progress; sign release of information forms as necessary for exchange of recent evaluation information or IEPs. Review the reports to be sure that recommendations for academic support services for post-secondary settings are included.
- Have your school send your full transcript to the post-secondary institution where you have been accepted.
- Respond by the specified deadline to financial aid award notices. You will receive these from late May through July if you have applied by the deadline.

Campus Visits: Goals and Objectives

- Meet with an admissions officer to verify admission requirements and discuss you chances for success.
- Obtain information about the application process.
- Obtain the catalog and calendar for the post-secondary institution.
- Determine the cost of attending the post-secondary institution.
- Inquire about financial aid opportunities as well as information about deadlines, required forms, etc.
- Visit with the faculty of the department or program in which you would like to major.
- Examine special services available at the post-secondary institutions; talk to the people in these departments about your needs and how they can best be met to ensure academic success; find out the forms that will be necessary, if appropriate, to initiate academic support services.
- Obtain information about academic requirements and offerings.

Campus Visits: Goals and Objectives (continued)

- Attend a class to get an idea of classroom size, teaching style, and academic atmosphere.
- Inquire about the placement record of graduates with the degree or program you are considering.
- Inquire about career planning services for undergraduates.
- Tour the campus (residence halls, dining halls, library, etc.).
- Visit with students about the amount and type of study necessary for success.
- Inquire about student activities and social activities such as clubs, fraternities, sororities, organizations, intramurals, etc.
- Inquire about transportation options.

Publications and brochures cannot provide a complete picture of a post-secondary institution; therefore, you and your parents are encouraged to arrange visits to become better acquainted with the institutions. An on-site visit is a helpful tool in the decision-making process.

Typical visits include tours of the campus grounds, residence halls, and classrooms. Visits with the academic advisors, administration, coaches, and faculty can often be arranged. You should contact the post-secondary institution two weeks in advance so they may prepare for your visit. Visits can be arranged by contacting the Admissions Office of the post-secondary institution. (See Directory of North Dakota Post-Secondary Schools for contacts.)

Developing a Personal Transition File

It is critical for students with disabilities to develop a personal transition file. The information in this file will be used to verify the disability as most post-secondary schools require verification before providing special accommodations or services. The information in the personal transition file will help determine the accommodations needed in post-secondary schools. This information should be kept throughout your adult life.

Collect and save as much of the following information for the Personal Transition File:

- Current Individual Educational Plan (IEP), including disability verification
- Recent standardized test scores
- School transcripts
- Self-awareness checklist (see Self-Awareness section)
- Student's Personal File (see Self-Awareness section)
- Career or transition plans
- Report of assessment results
- Learning style inventory
- Work values inventory
- Career inventories
- Immunization records

Upon acceptance, give copies of this information, as requested, to the Office for Students with Disabilities in post-secondary schools. **Do not send this information with your application for admission.**

Did you know—of all the jobs in North Dakota, approximately 37 percent require a high school education or less; approximately 45 percent require some post-high school education; and approximately 18 percent require a four-year college degree (or higher) education.

Section 2

SELF-AWARENESS

Self-Awareness Checklist **School Year 19 ____ - ____**

If you need support during school, knowledge about these items will be extremely helpful. Please be as complete as possible.

1. I have special medical and/or dietary needs:_____
2. I will be employed during school for how many hours per day/week:_____
3. I have family responsibilities after school:_____
4. I have athletic/team sport commitments after school:_____
5. I have a previous record of good attendance:_____
6. My education goal is:_____

In Class

1. I come to class prepared.....Yes ____ No ____ Sometimes ____
2. I lose track of time (am late to class).....Yes ____ No ____ Sometimes ____
3. I ask clear questions.....Yes ____ No ____ Sometimes ____
4. My answers are clear.....Yes ____ No ____ Sometimes ____
5. I repeat questions.....Yes ____ No ____ Sometimes ____
6. I can follow written directions; I read well.....Yes ____ No ____ Sometimes ____
7. I can follow spoken directions; I listen well.....Yes ____ No ____ Sometimes ____
8. I am clear and concise when speaking.....Yes ____ No ____ Sometimes ____
9. I am clear and concise when writing.....Yes ____ No ____ Sometimes ____
10. I know whom to ask for help.....Yes ____ No ____ Sometimes ____
11. I can figure most things out myself.....Yes ____ No ____ Sometimes ____
12. I can sit for long periods of time.....Yes ____ No ____ Sometimes ____
13. I need to move around every hour or so.....Yes ____ No ____ Sometimes ____
14. I take tests well.....Yes ____ No ____ Sometimes ____
15. I panic when I have a test coming up.....Yes ____ No ____ Sometimes ____
16. I take clear notes.....Yes ____ No ____ Sometimes ____
17. I can pay attention in class.....Yes ____ No ____ Sometimes ____
18. I have trouble with some math concepts.....Yes ____ No ____ Sometimes ____

While Studying

1. I can concentrate in a noisy room.....Yes ____ No ____ Sometimes ____
2. I put off (delay) studying.....Yes ____ No ____ Sometimes ____
3. I am easily distracted by others.....Yes ____ No ____ Sometimes ____
4. I am easily distracted by noise.....Yes ____ No ____ Sometimes ____
5. I can follow my materials (books, notes).....Yes ____ No ____ Sometimes ____
6. I organize my materials (books, notes).....Yes ____ No ____ Sometimes ____
7. I complete assignments on time.....Yes ____ No ____ Sometimes ____
8. I can easily memorize information.....Yes ____ No ____ Sometimes ____
9. I usually know what to study.....Yes ____ No ____ Sometimes ____

General

1. I spend most of my time alone.....Yes ____ No ____ Sometimes ____
2. I spend most of my time with others.....Yes ____ No ____ Sometimes ____
3. I relate well to my teachers.....Yes ____ No ____ Sometimes ____
4. I relate well to my peers .....Yes ____ No ____ Sometimes ____
5. I understand rules and regulations.....Yes ____ No ____ Sometimes ____
6. I am confident of my abilities.....Yes ____ No ____ Sometimes ____
7. I usually act responsibly.....Yes ____ No ____ Sometimes ____
8. I usually use common sense .....Yes ____ No ____ Sometimes ____
9. I make friends easily .....Yes ____ No ____ Sometimes ____

Student's Self Awareness File **School Year 19___ - ____**

Name of School _____

What is your specific disability? (Write a description.)

What kinds of assistance have been helpful this year? (Resource room, tutoring, help with tests or papers, etc.)

How much time did you spend working with a special education teacher?

What assistance have you used before this year?

When did you first have testing to find out about your disability?

What are your academic strengths and successes?

Discuss how you learn. (What is the best way for you to study or learn class material? What is the best way for you to study for tests?)

Assess your own independent living skills—strengths and weaknesses (What assistance, support or adaptations would you need to live indpendently?).

Student's Personal File **School Year 19 ____ - ____**

What is the best way for you to take tests for your classes?

What regular classes did you take this year? What classes did you take with extra help?

What courses did you like?

What courses did you dislike?

Describe the activities in which you participated this year. (Sports, clubs, organizations, music, art, theater, community service, etc.)

Did you receive any awards or special recognition this year? (Letter in school activities, class or club officer, etc.)

Describe any interests or hobbies you have.

How many days were you absent from school this year?

Do you have any health-related concerns that could affect your progress or attendance in school?

Section 3

ACCOMMODATIONS

Envisioning and planning for the future is difficult for all high school students, but those with disabilities must often contend with even more complicating factors. These issues are as varied and complex as each individual. However, the existence of a disability, no matter how mild or severe, should not exclude any individual from meeting goals for post-secondary education and training.

Individuals with disabilities who are interested in attending post-secondary education must address many concerns—from the lack of structure within most post-secondary settings to the countless systems that provide everything from counseling to financial aid. For some individuals, major accommodations may be required to access certain programs. For example, a student may require attendant care, modified program objectives, or additional training to learn study, time management, and problem solving skills.

Until recently, many of these options were inaccessible to people with disabilities. Stereotypic biases and architectural barriers limited opportunities for people interested in furthering their education. Changes, however, have come about through Section 504 of the Rehabilitation Act of 1973 which states:

> ***No otherwise qualified handicapped individual in the United States shall, solely by reason of his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.***

In practice, this means that an applicant may not, on the basis of a disability alone, be denied admission to a program receiving any type of federal funding. The Americans with Disabilities Act (ADA), passed in 1990, expanded these safeguards by mandating that no employer, public service, public accommodation, communication provider, or transportation provider can discriminate against any individual with a disability, regardless of whether they receive federal funding.

A "person with a disability" includes "any person who i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have a disability such as, but not limited to, the following:

- Blindness or visual impairments
- Cerebral palsy
- Chronic illnesses, such as:
  - AIDS
  - arthritis
  - cancer
  - cardiac diseases
  - diabetes
  - multiple sclerosis
  - muscular dystrophy
  - psychiatric disabilities
- Deafness or hearing impairments
- Drug or alcohol addiction (Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol)
- Epilepsy or seizure disorders
- Mental retardation
- Orthopedic impairment
- Specific learning disability
- Speech disorder
- Spinal cord or traumatic brain injury

To guard against discrimination within post-secondary programs, admission testing must be fair and all steps must be taken to assure the tests accurately measure abilities rather than disabilities. The ADA states that failure to provide accommodations qualifies as discrimination.

There are many accommodations that can be made for students with disabilities. For example, a student may be able to take a reduced course load without losing full-time student status, repeat courses, or substitute some courses due to a disabiity-related need. It may also be possible for students with disabilities to receive priority registration for classes. Although each program will offer a variety of accommodations, it is well within the rights of any student to request the program try something other than what is currently available.

No master list addresses all the issues and concerns faced by individuals with disabilities as they make the transition from high school to post-secondary education. However, this guide presents several concepts and skills designed to encourage the individualized planning, instruction, and support needed to facilitate the movement of individuals with disabilities from high school to their chosen post-secondary destinations.

Planning for Special Accommodations or Services:

It is important to arrange for special accommodations or services prior to starting classes, but after you have been formally accepted by the post-secondary school. To make the arrangements for special accommodations, contact the Disability Support Services. Your personal transition file will be helpful for planning these services. It is important for you to understand your disability and the need for accommodations and services. Share your personal file with the Disability Support Services.

Post-secondary institutions can make program modifications for students with disabilities. Modifications, course substitutions or waivers will be conducted on a case-by-case basis. Such accommodations need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program.

Possible Accommodations

The following is a list of commonly used accommodations. This list is not meant to be exhaustive; individual student needs cause requirements to vary from situation to situation. Any services received are to compensate for the effects of the disability in the learning environment.

LEARNING DIFFICULTY:	ACCOMMODATIONS:
Difficulty reading textbooks:	**Techniques:**
Decoding or reading speed	Flash cards Vocabulary notebook Taped textbooks Reader Service Disclose discomfort with reading out loud
Difficulty with reading comprehension:	**Techniques:**
Word meanings Organizing material Analyzing material	Highlight key points in text and notes Vocabulary notebook Flash cards Reading/study skills class Text outlines/notes Study groups Taped textbooks/readers Tutoring

LEARNING DIFFICULTY:	ACCOMMODATIONS:
Difficulty with lectures/classroom:	**Techniques:**
Hearing Writing legibly Remembering material Processing what is heard accurately	Sit in front of classroom Share or copy notes/note taker Tape lecture Study groups Tutoring Lecture outline Course syllabus Interpreter PA system amplification (Telex, Phonic Ear) Lab aide
Difficulty taking exams:	**Alternative exams:**
Reading or understanding questions Writing under pressure Organizing thoughts Grammar, punctuation, spelling Distractible	Changing test formats (from multiple choice to essay) Permitting examinations to be individually proctored, read orally, dictated, or typed Taped exams Extended time Word processing Proofreading Editing Unpressured, private room Increasing frequency of tests or examinations Test readers
Difficulty studying:	**Techniques:**
Scheduling study time Completing assignments Planning for longer assignments or projects Attending class	Time management class or workshop Regular appointments in learning center or with disability support services Daily or weekly study plan Get syllabus/assignments before class begins Study guides Ask for repetition of directions Extended deadline or alternate assignments Early text availability
Difficulty with writing:	**Techniques:**
Spelling Sentence structure Paragraph writing Word processing Proofing and editing	Spell checker Word processor Editing and proofing help Dictate written work Extended deadlines Note taker Taped lectures Using alternate forms for students to demonstrate mastery (e.g., narrative tape instead of written journal)

LEARNING DIFFICULTY:

Difficulty with mathematics:

- Basic facts
- Formulas
- Word problems
- Applications
- Reversals

ACCOMMODATIONS:

Techniques:

- Sit in front of class
- Ask for definitions of symbols
- List steps in processes
- Schedule help with teacher
- Tutoring
- Ask for concrete examples
- Use calculator
- Line up problems on graph paper

MOBILITY DIFFICULTIES:

Difficulty accessing:

- Buildings
- Campus groups
- Restrooms
- Residence halls
- Transportation

ACCOMMODATIONS:

Techniques:

- Removing architectural barriers
- Personal assistance
- Transportation assistance
- Classroom location
- Elevator access
- Scribe or extended time

Section 4

STUDENT RESPONSIBILITY AT A POST-SECONDARY SCHOOL

Today, many high school students with disabilities are recognizing that they can and should be considering college as a means of furthering their education and preparing them for adulthood. The following list of activities is offered as a reminder of the helpful skills and necessary steps to take as a student with disabilities prepares to move from high school to college.

Knowledge of Your Disability

At the post-secondary level, you will carry **all** the responsibility for requesting and **much** of the responsibility for arranging academic accommodations. **You must** request services from the office responsible for disability services. Therefore, you need to know about your disability.

Plan Ahead

Going to college means rearranging your life. Financial needs, time demands, study schedules and course work differ greatly from those of high school. Post-secondary courses require more study time outside the classroom. Expectations of student performance are greater and competition may be more fierce. These expectations can be met through good advanced planning. Apply for financial aid early. Consider the number of hours it will be necessary for you to work. Think about the transportation and housing arrangements you will need to make. Consider the family and personal responsibilities and time commitments you will have.

Contact the Person Working with Students with Disabilities Before Starting School

Find out who is responsible for assisting students with disabilities at the institution of your choice. Services for students with disabilities may be located under various offices throughout North Dakota. You can call the post-secondary school to find out the name of the office and contact person. Contact this individual as early as possible before attending school to discuss what your needs will be at the post-secondary school.

See the service provider at your post-secondary school frequently. You may want to contact him or her about once a week during your first year to talk over how school is going and to identify your needs in each class. Keeping in contact with this person will help you meet your needs at school. **The service provider will not contact you about your needs.** Your needs in the post-secondary setting are likely to be different from your needs in high school—and **they are your responsibility.**

Contact the Classroom Instructor

You should be prepared to talk with the classroom instructors for each of your courses to arrange for course assistance or accommodations (test taken outside of the classroom or with special help, front of the classroom seating, textbook information, taping of the class lectures, class notes, etc.). The service provider should help you arrange for these classroom accommodations and may have some additional ideas about classroom help that can assist you in becoming more successful. **However, the initial contact with the instructor is your responsibility,** once you have met with the service provider of the school.

[Adapted from *Unlocking the Doors: Making the Transition to Post Secondary Education.* (1988) Association of Handicapped Student Service Programs in Post Secondary Education, Columbus, OH: AHSSPE]

Questions to Ask About Accommodations

The following list of questions is helpful to use when inquiring about available services at any post-secondary institution.

ADMISSION

What is the admission requirement for a student with disabilities?

DIAGNOSIS

Is diagnosis available on campus?
If so, is there a charge for it?
If not, where can I go to be tested? Will that testing be expensive?
Does student health coverage pay for diagnosis?
Will my parents' health insurance cover me?
If I was diagnosed when I was a child, do I need new testing now?
How will the diagnosis be of use to me?

TUTORING

For which subjects is tutoring available?
How do I find a tutor?
Is there a charge for tutoring?

SEMINARS

Are there special seminars for students like me?
What do they cover?
How will they help me?
How do I register for them?

CREDITED CLASSES

Are there classes designed for students with disabilities that I can take for credit?
What are the courses?
Are they available every semester?

ADVOCACY AND ACCOMMODATIONS

Is there someone who will help me obtain accommodations if I run into a problem?
Is there someone who can explain my rights and responsibilities?
If there is a person or committee that considers petitions like requesting to be excused from taking a second language or taking a lighter class load?

PERSONAL AND CAREER COUNSELING

Is counseling available from someone experienced with students with disabilities?
What areas does personal counseling cover?

SUPPORT GROUP OR PEER MENTORING PROGRAM

How do students with disabilities get to know each other?
What kinds of topics are covered in a support group?
When and where do support groups meet?

DISABILITY-SPECIFIC PROGRAMMING

Are there some programs set up just for students with disabilities?

TAPING TEXTS

Do you have a program for taping textbooks?
How do I enroll in such a program?
If there is no program, what do students who use takes do?
How do I contact *Recording for the Blind*?

ADDITIONAL COST

Is there any additional cost for the disability-related services?
If so, what are the costs?

Getting Students with Disabilities Ready for College

Parents, Counselors, Teachers and students with disabilities may use this list as a *reminder of helpful skills* and *necessary steps to take* as a high school student with a disability moves toward college.

1. *Make sure psychological and education testing is up-to-date and includes recommendations for academic support services for the post-seconary setting.*
2. *Consider having students start college in a summer session rather than fall.* Summer classes tend to be smaller and instructors have more time for individual help. Students can get acclimated before the fall crowds arrive. Since classes move quicklyt, this does not fit everyone's learning style.
3. *Consider an appointment with a qualified optometrist.* If the student has visual tracking perception problems. There may also be functional vision problems when tracking and focusing. Sometimes these problems can be partially corrected with special lenses.
4. *Obtain all special testing records before high school graduation.* Some school systems destroy these records upon the student's graduation (after five years). Colleges, as well as vocational rehabilitation offices, request these records to determine eligibility for services and to assist the disability support services department in determining what services are appropriate.
5. *Make contact with Regional Office of Vocational Rehabilitation (OVR) office before graduation.* OVR offers a variety of services to eligible students with disabilities such as vocational assessment, job placement, etc.
6. *Consider a vocational assessment* as a way to amplify present and future goals.
7. *Make sure the student's knowledge of study skills is adequate.* In addition to high school assistance, consider special study skills classes or programs offered at community colleges, private agencies, or individual tutoring.
8. *Consult with the high school to get a good understanding of how much support or special help the student is receiving.* It is important to determine realistically whether minimal disability support services or an extensive disability program at the college level will be needed.
9. *Help students to increase their independent living skills.* Help them learn to manage their own checking accounts, do their own laundry, cleaning, some cooking, etc.
10. *Encourage part-time jobs or volunteer positions.* These are helpful to improve socialization skills and give a better understanding of work situations and expectations.
11. *Make sure students have a good understanding of their particular disability.* They should know and be able to articulate their strengths and weaknesses as well as compensating techniques and accommodations that work best for them.
12. *Help students understand how their disability is connected to social expectations with peers, families, and employers.* A visual or auditory discrimination deficit, and/or an attention deficit disorder frequently leads to missed cues and inappropriate timing in conversation.
13. *Encourage students to be their own advocate.* A good first step is to encourage them to discuss their disability and needed accommodations, if any, with their regular high school instructors.

14. *Learn about Section 504 of the Rehabilitation Act of 1973.* This law indicates what types of accommodations must be provided and/or allowed at post-secondary institutions if a student requests them. *The responsibility is with the individual to initiate* the provision of services and accommodations (unlike the requirements of P.L. 94-142 which puts the responsibility on elementary and secondary schools.

15. *Get information on special exam arrangements for SAT and/or ACT.* Options include untimed tests or cassettes.

16. *Obtain two copies of all college applications (or duplicate the one received).* Use the first copy to collect needed information. Type that information onto the second copy to be sent.

17. *Contact the Disabled Student Services Office before applying.* Get information on what kinds of services and support are available, the number of students with disabilities attending, the criteria for eligibility, if there are modified admissions of students with disabilities, and if there are any special pre-admission requirements when making applications (such as a reference letter from a teacher).

18. *Visit colleges before making a definite choice.* Also, look at the communities in which they are located.

19. *Encourage students to have their own membership in organizations for disabled students. Newsletter from ACLD, Orton Dyslexia Society, etc.* can help them keep informed about new resources and special programs.

20. *Make sure it is the student's choice to attend college.* The most successful disabled college students are those who have high motivation and a good understanding of their particular strengths and weaknesses. They understand that it may be harder and take more time to manage college level work. They are committed to spend that extra time on studying, and to request and use appropriate accommodations when needed.

21. *Review steps 2, 6, 9, 11, and 12, again.* At the college level, students with disabilities are entitled to support services because of their disability. They must be willing to state that they have a disability (not "a learning problem" or "trouble with spelling" but a disability), and know enough about their disability to discuss it when, where and with whom it is appropriate to do so. They must understand their rights to accommodation and understand their strengths and weaknesses enough to know which accommodations to request. **Most importantly, they must be ready to advocate for themselves.** Parents, tutors and counselors are left behind at the college level and instructors are trained to respond to stated student needs, not to articulate those needs. **Students with disabilities need to be prepared for the independence and challenges of college life.**

[Adapted from: Carol Sullivan, Counselor for Disabled Students, Northern Virginia Community College, Annandale, Virginia; and the Staff of HEATH Resource Center, One Dupont Circle NW, Washington, DC 20036—March 1987]

What to ask an Admissions Counselor when you Visit a Post-Secondary Institution

1. What are the admissions requirements?
2. What kind of program(s) do you have that would prepare me for my career area?
3. How many courses constitute a full course load?
4. What is the foreign language requirement?
5. Are word processors widely available on campus?
6. How is advocacy defined on your campus? What is the student expected to do in terms of advocating for him or herself? What do you do?
7. Who is the 504 officer on your campus? Where is he or she housed?
8. Are there departments on your campus that have been unwilling to meet the needs of students with disabilities?
9. On the average, how long do your students take to graduate?

What to ask the Disabilities Services Counselor when you Visit a Post-Secondary Institution

1. How many students do you serve?
2. How many staff members do you have that serve students with disabilities?
3. Do you provide tutoring? What kind—professional for fee or for free?
4. Is there a fee for your program?
5. What accommodations do you provide?
6. Does your office inservice the faculty?
7. Do you facilitate support groups?
8. How is academic advising handled?
9. How is personal counseling handled? How long can I expect to wait for an appointment?
10. Can a student get financial aid with less than a full course load?
11. Are substitutions granted, if necessary, in foreign language or any other academic area?
12. What are the experiences of other students with disabilities at your college?
13. Are there special classes for students with disabilities?
14. How do I apply for services from your program?

[The Ohio State University/1989]

Section 5

ACADEMIC PREPARATION

Applying for Admission

SELECTING A SCHOOL

Students with disabilities need to plan for post-secondary education much earlier than most students. As you enter your junior year in high school, you should begin investigating various post-secondary possibilities by speaking with parents, counselors, teachers, and various employers to gather information for making a career decision. The information you gather should include possible major and minor courses of study, entrance requirements, services or accommodations for students with disabilities, financial aid, housing, and transportation.

It is a good idea to narrow your choices of schools to two or three and arrange for campus visits. As you begin narrowing your choices of schools, look at your interests and abilities in regard to the programs that are offered. Investigate the community in which the school is located and what community resources are available to you (i.e., part time employment, transportation, support groups). It is also important that you discuss with the admissions counselor the placement of graduates into their related field of study. The campus visit should provide you a chance to ask other questions about the school, visit with instructors and students currently attending the school, talk to the financial aid counselor, and visit the office for students with disabilities. To arrange such a visit, contact the admissions office of the college.

ADMISSION REQUIREMENTS

All students who graduate from high school in **1993 or later** (whether in North Dakota or any other state) **and are under the age of 23** are subject to admission requirements at the four-year public institutions (Dickinson State University, Minot State University, Mayville State University, Valley City State University, University of North Dakota, North Dakota State University). The purpose of the admission requirements is to ensure that students entering North Dakota's institutions of higher learning are prepared to succeed at the post-secondary education level of studies. The admission requirements are:

- **4 units of English** (including the development of written and oral communication skills)
- **3 units of Math** (Algebra I and above)
- **3 units of Laboratory Science** (including at least one unit each in two or more of the following: biology, chemistry, physics, or physical science)
- **3 units of Social Studies** (excluding consumer education, cooperative marketing, orientation to social science, and marriage/family)

Each university is entitled to admit some students who have not had the required courses. Students should contact the institution of their choices for further information.

These requirements are NOT in effect at the two-year public campuses that offer certificates, diplomas, or associate degrees. Students who have not had the required courses are strongly encouraged to enroll in any of North Dakota's two-year post-secondary

institutions: Bismarck State College, North Dakota State College of Science, NDSU-Bottineau, UND-Lake Region, UND-Williston. Upon the completion of 24 transferable semester credits at these campuses, students are eligible for transfer to a four-year campus. **Students opting to complete the 24 transferable credits do NOT need to have taken the required high school courses, either in high school or in the two-year post-secondary institution.**

Some schools may require the ACT or SAT tests for admission; this depends on the school. Ask your school counselor about these tests. If such accommodations as extended time or taped tests are appropriate, contact your teacher of students with disabilities. If applying to a school with competitive admissions standards, complete the college application by November of your senior year.

Section 6

ACCESSING FINANCIAL AID

Questions About Financial Aid

WHAT IS FINANCIAL AID?	Money to help meet college costs.
WHERE DOES IT COME FROM?	Federal and state governments, banks, the schools themselves, private donors, or other sources.
HOW MUCH CAN YOU GET?	The amount is based on your financial need and the kinds of aid available at the school you attend.
WHAT KIND IS THERE?	
Grants:	Do not require repayment.
Loans:	Typically repaid after you leave school at much lower interest rates than regular bank loans. Sometimes repaid through service.
Scholarships:	Generally on the basis of achievement.
Work-Study:	Money to create jobs for students, usually on campus.
Private-Aid Programs:	Aid offered by private organizations.
Special-Aid Programs:	Aid for special groups of students.
Aid for Military Personnel:	Financial aid opportunities that come with joining the military.

Financial Aid Programs:

Financial aid comes in the form of grants, loans, and employment aid. If you are eligible for aid, you are usually offered a combination of grant, loan, and/or work aid by the campus financial aid office. Both full-time and part-time students are eligible for most financial aid; however, part-time students receive proportionally smaller amounts.

Some scholarships are not based on financial need. Those scholarships go to students who do well academically or who meet other criteria such as religious affiliation, special hobbies, special interests, artistic ability, athletic ability, or career plans. These scholarships are available from groups such as businesses, unions, service organizations, community groups, and post-secondary institutions. You should contact your high school counselor and the campus financial aid office for more information about scholarships.

How to Apply for Financial Aid:

1. **In the fall**, apply for admission to the colleges you have chosen.

2. **When you apply for admission**, also apply for financial aid:

   a. Write a letter or call your selected school's financial aid office stating that you are applying for admission and will need financial aid. Ask for the school's Financial Aid Application and any other information they think you will need.

   b. You must complete the school's Financial Aid Application in order to be considered for all programs administered by the school.

3. **The application** also will require submission of a "need analysis" form as soon after January 1 as possible:

   a. Need analysis is a method of looking at the income, assets, and liabilities you and/or of your family to determine how much you will be expected to contribute toward the cost of your education.

   b. In North Dakota, the most commonly used form is the Free Application for Federal Student Aid.

   c. You can obtain these forms from your high school counselor or the financial aid office at the school you plan to attend.

4. **There are other sources** of financial aid from numerous private providers. Check with your high school counselor for ideas.

5. **You should hear** in the spring whether or not you will receive financial aid for the following school year and how much it will be.

6. **Each January** while you are in school, you will need to apply again for financial aid for the following year.

Section 7

TYPES OF NORTH DAKOTA POST-SECONDARY SCHOOLS

Types of Programs for Post-Secondary Education and Training

Each type of post-secondary education and training setting offers different programs and courses to meet the great variety of career goals. Potential post-secondary students should learn about programs in their interest area and types of services available to meet their needs. A careful review of the information collected about a student's strengths and limitations will also help students decide on whether a particular program is suited to their future goals. This information may be gained from high school guidance counselors, vocational education teachers, work experience coordinators, or counselors from the Office of Vocational Rehabilitation.

Post-secondary education and training institutions are obligated to provide reasonable accommodations to students with disabilities. Each school has an affirmative action or 504 officer responsible for arranging accommodations. Many schools have specific offices for students with disabilities where supports are arranged and provided. A listing of contact persons for students with disabilities is provided in Appendix A.

TECHNICAL COLLEGES

Technical colleges offer students opportunities to receive training in a specific occupational area with employment as the training goal. These programs are often reflective of an actual workplace with vocational skills and behaviors monitored closely (i.e., attendance, punctuality, self-improvement, attitudes, and independence). Programs vary in length from a few months to two years. Students who successfully complete a program may earn an Associate of Applied Science Degree or a specific certification of license, depending on the program. Often programs may be modified so that students with disabilities can obtain the skills needed for their desired career without officially completing an entire program.

Students who plan to attend a technical college should choose courses in their high school curriculum that apply to their career interests. Individuals may want to consider a program called "Two Plus Two" (2+2). This program links the last two years of high school with the first two years of a post-secondary program. Another program that has evolved to facilitate the transition between high school and post-secondary education is called "Tech Prep". The premise of Tech Prep is that many secondary students are not successful in typical academic high school programs. This program seeks to provide these individuals with a strong background in applied academics and basic vocational education while in high school. Then, a post-secondary program picks up where the high school program left off (without duplication) and offers competency-based training in a specific vocational area. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 has supplied grant money for a few Tech Prep projects in North Dakota.

COMMUNITY COLLEGES

Community colleges offer programs that culminate with either a certificate or Associate of Arts degree. These programs often provide liberal arts programs, giving students the opportunity to eventually complete a four-year degree at a college or university. Students can complete the first two years of most majors and transfer with junior status to the majority of four-year colleges and universities. Many community colleges now include vocational and occupational skills programs that lead directly to a job. They offer a wide variety of services for students with disabilities. Admission is open to anyone who has earned a high school diploma, holds a GED certificate, or meets the ability to benefit. Some programs require additional qualifications or prerequisites because of specialized content, and some may have enrollment limits.

COLLEGES AND UNIVERSITIES

Individuals who choose to attend a college or university usually intend to pursue a professional career. Potential students may have a specific career goal or just some ideas about the direction in which they would like to head. In either situation, it is important for potential students to review and evaluate several aspects of the colleges and universities that offer degrees in their interest areas.

Colleges and universities offer several types of programs. Universities are usually quite large and offer undergraduate, graduate, and professional programs. Colleges are typically smaller and focus more on undergraduate training. Tuition varies greatly, with public institutions costing less due to tax revenue subsidies. Some schools are designed to meet the unique need of a specific population.

Private Colleges have admissions standards that vary. Acceptance is based on some combination of performance in high school; PSAT, ACT or SAT scores; and often a written essay or letter of recommendation.

A high school counselor or teacher who is familiar with college and university planning can be consulted to help individuals collect information about admission to college or university. Once individuals have chosen the colleges or universities to which they want to apply, preparation for admission should begin. High school courses should emphasize academic and liberal arts areas. Some students with disabilities may need accommodations in these courses while in high school to maximize their level of participation and success.

Many colleges and universities require potential students to complete entrance examinations. These examinations are usually taken during high school and may require some preparation. Students may want to consider accessing books and workshops that describe the protocol and format of specific tests and provide helpful information on effective test-taking techniques. Prearranged accommodations can be made for students with disabilities who register for the Scholastic Aptitude Test (SAT) and the American College Testing Assessment (ACT) with proof of disability and need for accommodations verified. These accommodations may include increased time to take the test, having the test taped, assistance with marking answers, and large type test materials.

OTHER POST-SECONDARY EDUCATION AND TRAINING OPTIONS

There are several education and training options available to individuals whose career goals do not fit within the confines of programs offered at technical colleges, colleges, or universities. Programs to explore include trade schools, community education, apprenticeship, military service, and vocational and rehabilitation programs. Students should be encouraged to collect information about several programs. Personal interviews and site visits are highly recommended. For some individuals with disabilities, creative programs can be collectively designed with the assistance of their transition team and other family and community members. For example, a specialized vocational training program may be an appropriate choice for individuals who have chosen careers that require more focused, specialized training. These programs may include careers in cosmetology, business, electronics, sales, paralegal services, health care assistant, and others. Many of these programs are offered through private schools that are accredited and licensed by the specific professional associations responsible for monitoring and training. Most of the instructors have direct experience in the field and can offer invaluable insight and advice, with on-the-job training available.

THE MILITARY offers another avenue of education and training for young adults. The military often provides technological training, future financial support, and opportunities for international travel. Applicants are assessed using the Armed Services Vocational Aptitude Battery (ASVAB) which is designed to assist students in identifying aptitudes and in developing educational and career plans (accommodations can be provided for this ASVAB).

COMMUNITY EDUCATION is non-vocational in nature, and is tailor-made to serve each community's needs. Its purpose is to make the best use of the public educational resources and other resources found in each community to provide lifelong learning opportunities for everyone.

Typically, the school district Community Education program publicizes its activities through a brochure delivered to all residents. Classes usually include arts and crafts, trips and tours, community issues discussions, community drama, and sports and recreation opportunities. Activity fees are kept low, and scholarships are often provided for people unable to pay the full fees.

Participants in Community Education activities benefit from personal interaction with others, hands-on activities, and high-interest offerings. Classes may be one-time events or may continue for several weeks. People of all ages and abilities participate in Community Education, which includes Early Childhood Family Education, Adult Basic Education, Senior Citizen activities, School-age Child Care and Youth service.

ADULT LEARNING CENTERS provide basic skill instruction and practice for individuals over 16 who are no longer enrolled in school and who function below the high school completion level. The Adult Learning Centers' focus is learner-centered, and individually paced. Funding is provided through a combination of federal, state, and local sources. Adult Learning Centers provide services at no cost to participants.

North Dakota provides a variety of educational opportunities for adults through Adult Learning Centers located throughout the state. Although services may vary slightly from site to site, most sites provide:

- *English* as a Second Language classes for adults needing to learn English,
- *Literacy* classes for adults who cannot read or write,
- *Basic Skills* classes for adults who read or write below an eighth grade level,
- *GED* classes for adults who do not have a high school diploma; and
- *Prep* classes for adults who have a diploma but need to brush up on their academic skills or take needed classes they missed as high school students.

Directory A

TRADE, TECHNICAL, COMMUNITY COLLEGES

(Receipt of Certificate, Diploma or Associate of Applied Science Degree)

AAKER'S BUSINESS COLLEGE
PO Box 876
Grand Forks, ND 58206-0876
CONTACT: Carolyn Stanislowski, Admissions — PHONE: (701)772-6646
Carolyn Stanislowski, Financial Aid — PHONE: (701)772-6647

AERO CENTER I
2661 Airport Drive
Grand Forks, ND 58203
CONTACT: Brent Seifer, Admissions — PHONE: (701)772-5504

BISMARCK STATE COLLEGE
Learning Skills Center
1500 Edwards Avenue
Bismarck, ND 58501
CONTACT: Gerri Hase, Coordinator — PHONE: (701)224-5468

CAPITAL AVIATION CORPORATION
PO Box 1471
Bismarck, ND 58502-1471
CONTACT: Program Director — PHONE: (701)223-0260

DAKOTA AERO TECH INC.
Aircraft Mechanic-Airframe & Powerplant
1801 23rd Avenue North, Room 111
Fargo, ND 58102
CONTACT: Gordon Person, Admissions — PHONES: (701)237-5305
1-800-435-4147

DAKOTA DRIVERS, INC.
PO Box 7310
Fargo, ND 58109-7310
CONTACT: Admissions — PHONE: (701)2810760

EXECUTIVE AIR TAXI CORP.
Bismarck Airport, Box 2273
Bismarck, ND 58502-2273
CONTACT: Randy Hokerson, Admissions PHONE: (701)258-5024

FLIGHT TRAINING LTD.
1801 N. 23rd Avenue, Room 107
Fargo, ND 58102
CONTACT: Mike Paulson, Admissions PHONE: (701)293-8547

FT. BERTHOLD COMMUNITY COLLEGE
PO Box 490
New Town, ND 58763
CONTACT: Delores Wilkinson, Special Services Director PHONE: (701)627-3665

HAIRDESIGNERS ACADEMY
2011 S. Washington
Grand Forks, ND 58201
CONTACT: Julian Stephens, Admissions PHONE: (701)772-2728
Judith Stephens, Financial Aid PHONE: (701)772-2728

HEADQUARTERS ACADEMY OF HAIR DESIGN
108 S. Main Street
Minot, ND 58701
CONTACT: Floyd Roll, Admissions PHONE: (701)852-8329

INTERSTATE BUSINESS COLLEGE
520 Main Avenue East
Bismarck, ND 58501
CONTACT: Pam Homer-Wike & Ron Wentz, Admissions PHONE: (701)255-0779
Mike Feist, Financial Aid PHONE: (701)255-0779
1-800-274-0616

JOSEF'S SCHOOL OF HAIR DESIGN
202 East BroadwayBismarck
ND 58501
CONTACT: Karla Day, Admissions & Financial Aid PHONE: (701)235-0011
1-800-201-0012

JOSEF'S SCHOOL OF HAIR DESIGN
21 Central Avenue
Minot, ND 58701
CONTACT: Ruth Renaud, Admissions PHONE: (701)838-8556

LITTLE HOOP COMMUNITY COLLEGE
PO Box 269
Ft. Totten, ND 58335
CONTACT: Lois R. Jones, Coordinator PHONE: (701)766-4415
Learning Center

MAHER SADDLERY SCHOOL
RR 1, PO Box 9
Menoken, ND 58558
CONTACT: Gary Maher, Admissions PHONE: (701)2673-3163

MR. D BEAUTY COLLEGE/
MR. D TOWN & COUNTRY BEAUTY COLLEGE
PO Box 350
Jamestown, ND 58402-0350
CONTACT: Betty Lorenz PHONE: (701)252-5851

MOLER BARBER COLLEGE OF HAIR STYLING
16 South 8th Street
Fargo, ND 58103
CONTACT: Mary Cannon, Admissions PHONE: (701)232-6773

NATIONAL ACADEMY FOR PARALEGAL STUDIES
PO Box 907
Middletown, NY 10940-0907
CONTACT: Nadine Eckert, Admissions PHONE: 1-800-285-3425

ND STATE COLLEGE OF SCIENCE
800 North 6th Street
Wahpeton, ND 58075

CONTACT: Doris Bruesch, Carolee Mock — PHONE: (701)671-2622
Special Needs Study Services Staff
Learning Skills Center
Library 226

Joann Demi, — PHONE: (701)671-2263
Career Guidance Coordinator
Arts, Science & Business Division
Main 115

Richard Graham, — PHONE: (701)671-2257
Career Guidance Coordinator
Technology & Services Division
Main 115

Richard Hauck — PHONE: (701)671-2319
Contact for Hearing Impaired
Counseling Services Office—Min 108

Rene Moen, Director — PHONE: (701)671-2335
Learning Skills Center
Library 226

NORTH DAKOTA STATE UNIVERSITY
First and Simrall Boulevard
Botineau, ND 58318

CONTACT: Faye Bernstein — PHONE: (701)228-5479

PIETSCH FLYING SERVICE
14 Minot International Airport
Minot, ND 58701

CONTACT: Diane Halvorson, Admissions — PHONE: (701)952-4092

R D HAIRSTYLING COLLEGE INC.
124 North 4th Street
Bismarck, ND 58501

CONTACT: Ray Grismer, Admissions — PHONE: (701)223-8804
Dwight Grismer, Financial Aid — PHONE: (701)223-8804

RADIO TRAINING CENTER
Fargo, ND 58102

CONTACT: — PHONE: (701)239-0109

STANDING ROCK COLLEGE
HC 1, Box 4
Fort Yates, ND 58538
CONTACT: Linda Iron, Vice President for Academic Affairs — PHONE: (701)854-7317, x 214

TRAVEL CAREER INSTITUTE
855 Basin Avenue
Bismarck, ND 58504
CONTACT: Pamela Baccus, Admissions — PHONE: (701)258-9419
1-800-258-9419

TRINITY BIBLE COLLEGE
506th Avenue South
Ellendale, ND 58436
CONTACT: Vicki McRoberts, Admissions — PHONE: (701)349-5403
Sheri Knipe, Financial Aid — PHONE: (701)349-3621
1-800-523-1603

TURTLE MOUNTAIN COMMUNITY COLLEGE
PO Box 340
Belcourt, ND 58316
CONTACT: Steve DeCoteau, Director Student Support Services — PHONE: (701)477-5606
1-800-862-000

TURTLE MOUNTAIN SCHOOL OF PARAMEDICAL TECHNIQUE
PO Box 203
Bottineau, ND 58318-0203
CONTACT: Kenneth Kihle, Admissions — PHONE: (701)228-2268
Leann Kihle, Admissions — PHONE: (701)228-3390
NDSU-B, Financial Aid — PHONE: (701)228-2277

UND-LAKE REGION
1801 College Drive
Devils Lake, ND 58301
CONTACT: Pat McKay, Coordinator, Learning Center — PHONE: (701)662-1518

UND-WILLISTON
PO Box 1326
Williston, ND 58801
CONTACT: Joan L. Amsden, Coordinator Program Developmental Studies — PHONE: (701)774-4228 or (701)774-4200

UNITED TRIBES TECHNICAL COLLEGE
3315 University Drive
Bismarck, ND 58504

CONTACT:	Sharon Syder, Student Support Services	PHONE: (701)255-3285, x 239
	Russell Gillette, Chemical Health Unit	PHONE: (701)255-3285, x 273
	Ray Dwelle, Financial Aid	PHONE: (701)255-3285, x 209
	Wanda Walker, Counselor	PHONE: (701)255-3285, x 277

WAKEFIELD FLIGHT SERVICE, INC.
PO Box 812
Devils Lake, ND 58301-0812
CONTACT: Mike Veer — PHONE: (701)662-2827 or PHONE: (701)662-4458

Directory B

SCHOOLS AND COLLEGES FOR MEDICAL-RELATED TRAINING

(Receipt of Certificate, Diploma or Associate of Applied Science Degree)

FARGO CLINIC—ST. LUKE'S HOSPITALS
Merit Care School of Medical Technology
737 North Broadway
Fargo, ND 58123

CONTACT: George Ulmer, Admissions PHONE: (701)234-2481

MED CENTER ONE COLLEGE OF NURSING
512 N. 7th Street,
Bismarck, ND 58501

CONTACT: Lisa Schauer, Admissions PHONE: (701)224-6270
Donna Stotz, Financial Aid PHONE: (701)224-6276

MED CENTER ONE Q&R CLINIC
Radiologic Technology Program
300 North 7th Street,
Bismarck, ND 58501

CONTACT: Mary J Bergman, Admissions PHONE: (701)222-5470

MINOT SCHOOL FOR ALLIED HEALTH
20 Burdick Expressway, Suite 603
Minot, ND 58701

CONTACT: Debbie Cofell, Admissions PHONE: (701)857-5620

ND SCHOOL OF RESPIRATORY CARE
PO Box 5510
Bismarck, ND 58502-5510

CONTACT: Will Beachey, Admissions PHONE: (710)224-7524

ST. ALEXIUS MEDICAL CENTER
School Of Radiologic Technology
900 East Broadway
Bismarck, ND 58502-5510
CONTACT: Dan Johannes, Admissions PHONE: (701)224-7533
Kim Lennick, Admissions

ST. JOSEPH'S HOSPITAL
School Of Medical Technology
Third Street and Burdick Expressway
Minot, ND 58701
CONTACT: Becky Hill, Admissions PHONE: (701)857-2210

ST. LUKE'S HOSPITAL
School Of Respiratory Therapy
720 4th Street North
Fargo, ND 58122
CONTACT: Dan Jensen, Admissions PHONE: (701)234-5613

ST LUKE'S HOSPITAL
School of Radiologic Technology
737 North Broadway
Fargo, Nd 58504
CONTACT: Linda Iron, VP for Academic Affairs PHONE: (701)234-5613

TRINITY MEDICAL CENTER
School for Medical Technology
Main Street and Burdick Expressway
Minot, ND 58701
CONTACT: Dolores Wood, Admissions PHONE: (701)857-5210

Directory C

COLLEGES and UNIVERSITIES
(Undergraduate, Graduate and Post Graduate Degree)

DICKINSON STATE UNIVERSITY
291 Campus Drive
Dickinson, ND 58601

CONTACT: Joyce White, Director of Counseling & Learning Resource — PHONE: (701)227-2686
Sandee Hinnrichs, Coordinator, Learning Resource Center — PHONE: (701)227-2029

JAMESTOWN COLLEGE
6081 Jamestown College
Jamestown, ND 58401

CONTACT: Myra Watts, Coordinator, Learning Center — PHONE: (701)252-3467

MAYVILLE STATE UNIVERSITY
330 3rd Street NE
Mayville, ND 58257

CONTACT: Linda Engleman, Learning Services/Developmental Education — PHONE: (701)786-4822
Marilyn Worner, Student Support Services — PHONE: (701)786-4733
Laurie Beth Hager, Freshmen Mentoring Coordinator — PHONE: (701)786-4820

MINOT STATE UNIVERSITY
500 University AvenueWest
Minot, ND 58707

CONTACT: Student Development Center — PHONE: (701)857-3371

NORTH DAKOTA STATE UNIVERSITY
1301 12th Avenue North
Fargo, ND 58105

CONTACT: Pete Bower, Coordinator of Students with Disability — PHONE: (701)237-7671
Liz Sepa, Learning Disabilities Specialist — PHONE: (701)237-7671
212 Ceres Hall

Colleges and Universities (continued)

UNIVERSITY OF MARY, 7500 University Dr., Bismarck, ND 58501
CONTACT: Janel Beltran, Director PHONE: (701)255-7500

UNIVERSITY OF NORTH DAKOTA,
PO Box 8135
Grand Forks, ND 58202-8135
Disability Support Services
PO Box 9040, Grand Forks, ND 58202-9040
McCannell Hall, Room 153
CONTACT: Ann Yurcisin, Director Voice/TTY PHONE: (701)777-3425
FAX: (701)777-3850

VALLEY CITY STATE UNIVERSITY
101 College Street SW
Valley City, ND 58072
CONTACT: DeAnn Sabby, Instructional Assistant PHONE: (701)845-7370

Directory D

ADULT LEARNING CENTERS

BISMARCK
222 West Bowen Avenue
Bismarck, ND 58501
PHONE: (701)221-3791

DEVILS LAKE
N. College Dr.
Devils Lake, ND 58301
PHONE: (701)662-1536

DICKINSON
426 4th Street West
Dickinson, ND 58601
PHONE: (701)264-1142

FARGO
1104 2nd Avenue South
Fargo, ND 58103
PHONE: (701)241-4887

GRAFTON
RR1, Box 4
Grafton, ND 58237
PHONE: (701)352-3705

GRAND FORKS
911 Cottonwood Street
Grand Forks, ND 58201746-2425
PHONE: (701)746-2425

JAMESTOWN
910 12th Avenue NE
Jamestown, ND 58201
PHONE: (701)252-8841

MINOT
1609 4th Avenue NW
Minot,ND 58701
PHONE: (701)857-4489

VALLEY CITY
801 Valley Avenue SE
Valley City, ND 58072
PHONE: (701)845-0256

WAHPETON
C/O ND State College Of Science
Barnard Hall-Room 220
Wahpeton, ND 58076-0002
PHONE: (701)642-2604

WEST FARGO
207 West Main Avenue
West Fargo, ND 58078
PHONE: (701)774-4261

WILLISTON
1410 University Avenue
Williston, ND 58802-1326
PHONE: (701)774-4261

- NOTES -

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